Originating Course Information

Offering of Education: Teaching & Learning 7371: Teaching Writing in the Secondary School
Fiscal Unit/Academic Org School of Teaching & Learning - D1275
Requirement/Elective Designation Not A General Education course

General Information

Type of Request Flexibly Scheduled
Term of Offering Summer 2013 - Seven Week Summer Session
Level/Career Graduate
Rationale for proposing this offering We are offering this course as a one-week flexibly scheduled course for 2 semester credits because we are teaching it as a discussion-based experience with a hands-on format for classroom teachers. Participants will make presentations, engage in discussion, and do in-class impromptu writing and instructional activities as they learn how to plan, enact and evaluate argumentative writing.

Description for this offering The course focuses on the teaching of argumentative writing. Students read scholarship on the teaching of argumentative writing, engage in writing argumentative essays themselves, and plan instructional units for teaching argumentative writing.

Attachments

• OneTimeSupplement.doc: one time supplement
  (One Time Form Supplement. Owner: Newell, George Edward)
• EDUTL7371 Teaching Writing in the Secondary School.doc: course syllabus
  (Syllabus. Owner: Newell, George Edward)

Comments

Workflow Information

<table>
<thead>
<tr>
<th>Status</th>
<th>User(s)</th>
<th>Date/Time</th>
<th>Step</th>
</tr>
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<tbody>
<tr>
<td>Submitted</td>
<td>Newell, George Edward</td>
<td>01/09/2013 02:28 PM</td>
<td>Submitted for Approval</td>
</tr>
<tr>
<td>Approved</td>
<td>Mercerhill, Jessica Leigh</td>
<td>01/18/2013 08:35 AM</td>
<td>Unit Approval</td>
</tr>
<tr>
<td>Pending Approval</td>
<td>Achterberg, Cheryl L Blount, Jackie Marie Odum, Sarah A. Zircher, Andrew Paul</td>
<td>01/18/2013 08:35 AM</td>
<td>College Approval</td>
</tr>
</tbody>
</table>
A. One-time Request Information  (This section is required for all one-time offering requests)

1. Requested Room Capacity (if university pool classroom is being requested) 25

2. Enrollment Capacity 25

3. Waitlist Capacity 5

4. Final Exam:
   □ Yes    □ No

   □ Last Class (Note: per faculty rules, this option is NOT available for the
   Undergraduate career)

   a. Exam Seat Spacing

5. Special Instructions or Additional Information

   We would like to teach the course in room 200 A Ramseyer.

6. Class Search Title (18 character limit) Teaching Writing in the Secondary School

7. Display in Class Search :
   □ Yes    □ No

8. Credit Hours two (2) semester credit hours

9. Course Components (check all that apply):

   [ ] Clinical     [ ] Field Experience
   [ ] Laboratory   [ X] Lecture
   [ ] Independent Study
   [ ] Recitation

10. Graded Component (check one):

    [ ] Clinical     [ ] Field Experience
    [ ] Laboratory   [X ] Lecture
    [ ] Independent Study
    [ ] Recitation

11. Campus of Offering (check all that apply):

    [ X ] Columbus     [ ] Marion    [ ] Newark
    [ ] Lima    [ ] Mansfield    [ ] Wooster (ATI)
12. Prerequisites and Exclusions None

13. Permission to Enroll in this course: ☑ No Consent needed ☐ Department Consent
    ☐ Instructor Consent

14. General Education Details (if applicable): Attach GE model curriculum compliance statement and GE course assessment plan.

B. Group Studies Request Information (This section is required for group studies requests only)

1. Previous quarters of offering and enrollment (Regular course numbers should be sought for group studies courses taught three times with success).

2. This course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests).

3. Attach the course syllabus that includes the topical outline of the course, student learning outcomes and/or course objectives and methods of evaluation.

C. Flexibly Scheduled/Off Campus/Workshop Request Information (This section is required for flexibly scheduled / off-campus / workshop requests only)

1. Start Date and End Date: July 15-19, 2013

2. Previous quarter(s) of offering and enrollment Summer 2012 with 15 students

3. Expected enrollment for proposed quarter of offering 20-25

4. Attach the course syllabus that includes the topic outline of the course, student learning outcomes and/or course objectives, methods of evaluation and off-campus field experience.

5. Off-Campus Site

6. Will course be taught in distance learning format: ☐ Yes ☑ No
7. Complete the following for courses offered for less than term length or for Workshops:

<table>
<thead>
<tr>
<th>Level and Credit Hours:</th>
<th>Present Offering</th>
<th>Proposed Offering</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>U, G, P</td>
<td>U, G, P</td>
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<tr>
<td>Class/Lab Contact Time:</td>
<td>9:00 AM to 3:00 PM</td>
<td>9:00 AM to 3:00 PM</td>
</tr>
<tr>
<td>Prerequisites:</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Exclusion or Limiting</td>
<td>None</td>
<td>None</td>
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<td>Grade Options (Check</td>
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<td></td>
<td>☑️ Letter ☑️ S/U ☐ Progress</td>
<td>☑️ Letter ☑️ S/U ☐ Progress</td>
</tr>
<tr>
<td>Number of Hours of</td>
<td>40</td>
<td>30</td>
</tr>
<tr>
<td>out-of-class preparation required:</td>
<td></td>
<td>Length of each class:</td>
</tr>
<tr>
<td>Total hours of class meetings:</td>
<td>30</td>
<td></td>
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</tbody>
</table>

8. Complete this section for Off-Campus courses only:

Distribution of contact time (explain differences from on-campus offerings):

________________________________________________________________________

Instructor ________________________________ Rank ___________________________

Qualifications (explain any difference in rank/qualification from on-campus instructors)

________________________________________________________________________

________________________________________________________________________

Explain differences in teaching arrangements from on-campus offerings

________________________________________________________________________

________________________________________________________________________

Student Services (explain how they will be provided to off-campus students):

Registration ________________________________

Office Hours ________________________________

Academic Advising __________________________

D. Study Tour Request Information (This section is required for study tour requests only)

1. Previous quarters of offering and enrollment:

________________________________________________________________________

2. Expected enrollment for proposed quarter of offering:

________________________________________________________________________
3. This request has been discussed with and has the concurrence of the following academic units needing this study tour or with academic units having directly related interests (list units and this course has been discussed with and has the concurrence of the following academic units needing this course or with academic units having directly related interests (list units here and attach letters indicating concurrence or objection from academic units that might have jurisdictional interests):

4. Attach the academic plan that includes student learning outcomes and/or course objectives, topical outline and percent of time spent on each topic, methods of instruction, course requirements, methods of examination and percent of the final grade each method constitutes, textbooks and/or reading lists, admission procedure, orientation and debriefing plans and method of dealing with any expected language barriers.

5. Attach the administrative plan for the study tour that includes an itinerary, arrangements for travel, housing, meals, classrooms, excursions, and budget.

ATTACHMENT TYPES that may be needed for this form:

Cover Letter
Syllabus
Study Tour Academic Plan
Study Tour Administrative Plan
Concurrence Letters / Forms
GE model curriculum compliance statement
GE course assessment plan
Memo of Understanding
Appeal statement
Other supporting documentation
Components (Sections): Complete as needed

Begin Component 1

1. Component (Section) Type (Choose 1):
   [ ] Clinical    [ ] Lecture
   [ ] Field Experience    [ ] Recitation
   [ ] Independent Study    [ ] Seminar
   [ ] Lab    [ ] Workshop

2. Instruction Mode. (Choose only ONE):
   [ ] Clinic Field Experience    [ ] Flexibly Scheduled
   [ ] Computer taught    [ ] In Person
   [ ] Distance Learning    [ ] Video Taught

3. Meeting Pattern
   [ ] MON [ ] TUE [ ] WED [ ] THR [ ] FRI [ ] SAT [ ] SUN

4. Meeting start time: ___________  5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

<table>
<thead>
<tr>
<th>Instructor Name</th>
<th>Role</th>
<th>Access</th>
<th>Print name in schedule?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td>Yes</td>
<td></td>
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</table>

7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

8. Room Characteristics. Specify up to 5 in priority order.

<table>
<thead>
<tr>
<th>Priority</th>
<th>Characteristic</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td></td>
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<tr>
<td>2</td>
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<td>3</td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
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</tbody>
</table>

9. Notes: ______________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________
    ___________________________________________________________________

9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After

End Component 1
1. Component (Section) Type (Choose 1):
   - Clinical
   - Field Experience
   - Independent Study
   - Lab
   - Lecture
   - Recitation
   - Seminar
   - Workshop

2. Instruction Mode. (Choose only ONE):
   - Clinic Field Experience
   - Computer taught
   - Distance Learning
   - Flexibly Scheduled
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3. Meeting Pattern:
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   - Dept

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9. Notes: ______________________________________________________________

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

9a. Notes print location relative to class listing:  
   - Do not Print
   - Before
   - After

End Component 2
1. Component (Section) Type (Choose 1):

- [ ] Clinical
- [ ] Field Experience
- [ ] Independent Study
- [ ] Lab
- [ ] Lecture
- [ ] Recitation
- [ ] Seminar
- [ ] Workshop

2. Instruction Mode. (Choose only ONE):

- [ ] Clinic Field Experience
- [ ] Computer taught
- [ ] Distance Learning
- [ ] Flexibly Scheduled
- [ ] In Person
- [ ] Video Taught

3. Meeting Pattern

- [ ] MON
- [ ] TUE
- [ ] WED
- [ ] THR
- [ ] FRI
- [ ] SAT
- [ ] SUN

4. Meeting start time: ___________

5. Meeting end time: ___________

6. Instructors. Provide at least 1 primary instructor.

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<th>Role</th>
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<th>Print name in schedule?</th>
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7. Central classroom pool facility or department room: [ ] Pool [ ] Dept

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9. Notes: ______________________________________

_____________________________________________________________________

_____________________________________________________________________

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9a. Notes print location relative to class listing: [ ] Do not Print [ ] Before [ ] After
The course focuses on the teaching of argumentative writing. Students read scholarship on the teaching of argumentative writing, engage in writing argumentative essays themselves, and planning instructional units for teaching argumentative writing.

Course Objectives/Learning Outcomes

• To acquire in-depth knowledge of the teaching of argumentative writing;
• To become familiar with research on the teaching of argumentative writing;
• To learn more about the teaching of argumentative writing by participating in dialogue, discussion, and demonstration projects with other teachers.

Course Requirements

Attendance and participation. Students are expected to attend each class session. No absences are permitted without permission of the instructor.

Course readings: Students are expected to read all assigned articles prior to the designated date for discussion.

Essay Defining Argumentative Writing. Each student will write an essay defining and defending a definition of argumentative writing, incorporating course readings.

Presentation on Instructional Strategy related to Argumentation. Each student will make a 15 to 20 minute presentation on an instructional activity supporting students’ learning of argumentative writing.

Instructional Unit on Argumentative Writing. Each student will compose an instructional unit on argumentative writing that can be used in her/his classroom next year.

Common Readings
Recommended Readings


Grading

Participation ..................................................25%
Argumentative Writing Essay .................................25%
Presentation on Argumentation .............................25%
Instructional Unit ............................................25%

Total 100%

Final grades will be determined based on the following:
A  94-100%  C+  77-79%  E  63% and below
A-  90-93%  C   74-76%  
B+  87-89%  C-  70-73%
B  84-86%  D+  67-69%
B-  80-83%  D   64-66%

Course Schedule
(Each morning will involve a writing exercise requiring development of an argument)

Day 1 Morning
Overview of Argumentation and Argumentative Writing
Toulmin’s model of argumentative writing.
Teacher Writing.

Day 1 Afternoon
Toulmin’s model of argumentative writing (continued).
Overview of instructional approaches to argumentation

Day 2 Morning
Epistemologies of Argumentation
Teacher Writing.

Day 2 Afternoon
Social and Cultural Aspects of Teaching & Learning Argumentation
Presentation on Instructional Strategy.

Day 3 Morning
Rationalities
Teacher Writing.

Day 3 Afternoon
Instructional Conversations and Argumentation
Presentation on Instructional Strategy.

Day 4 Morning
Consensus and Argumentation
Teacher Writing.

Day 4 Afternoon
Collaborative Learning and Argumentation
Presentation on Instructional Strategy.

Day 5 Morning
Argumentation, Democracy, and Community
Teacher Writing.

Day 5 Afternoon
Evaluating Argumentative Essays
Presentation on Instructional Strategy.